

Psychology Comprehensive Program Review
Prepared by Georjeanna Wilson-Doenges
December 23, 2020

General and Overview

1. Describe your program's most significant opportunities and significant challenges.

Opportunities:

Independent Learning Experiences promoting Undergraduate Research and Community

Connections: Since 2013, the Psychology Faculty have offered more than 800 Independent Learning Experiences (ILEs) where our students have completed internships, research assistantships, and honor's projects that have led to more than 100 undergraduate research peer-reviewed presentations and publications. Our students have presented at conferences for the Midwest Psychological Association, American Psychological Association, and Posters in the Rotunda and published in journals such as *Scholarship of Teaching and Learning in Psychology*, *Psychology of Learning and Teaching*, and *Current Opinions in Psychology*.

We have wonderful connections with the community that allow us to sponsor many internships (e.g., local schools (GBAPS, De Pere Public Schools), Green Bay Police Department, Golden House, Sexual Assault Center, WEAP, Fox Valley Autism) and we are growing these internship connections to provide internships for our SEPP master's students starting in Fall 2021. We have also begun making connections with internship sites for our Sheboygan and Manitowoc campuses (e.g., Rogers Memorial Clinic in Sheboygan).

Internal and External Grants: We do timely and important research that is rich with funding opportunities. Our faculty have been awarded more than \$1.2 million in external grants and more than \$80,000 in internal grants in the last 7 years. A great example of this is the NIH AREA grant from NICHD (NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development) for \$365,508 (2019-2022), "The role of parental socialization in the neurophysiological development of moral evaluation across cultures". This AREA (R15) grant is awarded to support meritorious research and exposes students to research at educational institutions with predominantly baccalaureate degree students. The success rate of this national grant is 11.5%. This is the first NIH grant UWGB faculty have received since the mid 80's. Dr. Sawa Senzaki and Dr. Jason Cowell work with approximately 20 students each year for this project with 2 international collaborative institutions in Japan. They plan (and have the budget) to take students to Japan to be part of this research team (after the pandemic). In this project, they are studying preschool children's moral development across cultures, using an electroencephalographic (EEG). Students get exposed to neuroscientific, cross-cultural, and child development research.

Innovative Initiatives: We have been able to innovate and garner support for new initiatives such as:

- EPIC (Excellent in Psychology Instruction Conference) which brings about 50 high school psychology teachers together to present and learn about evidence-based best practices in teaching psychology.
- Psychology Student Success Center staffed with four to six undergraduate interns who provide initial advising for our newly declaring majors.

- Sport, Exercise, and Performance Psychology Graduate Program
- Research Labs (in MAC Hall, Rose Hall, and Lab Sciences) with EEG Equipment, Cameras/Recording Devices, and Animal Lab to aid in teaching our Neuroscience classes, Physiological and Cognitive Psychology classes, as well as our undergraduate research labs: Child Lab and PANE Lab.
- BIPOC R.I.S.E. – a new mentoring program for BIPOC students which grew out of the *I am Psyched!* National Tour in 2019.
- Psych & Stuff Podcast which was one of the original podcasts that spurred the beginning of the Phoenix Studios.

Rich in students: With 726 Psychology Majors and 164 Psychology Minors (with the additional 76 Human Development Majors and 72 Human Development Minors) we have been able to serve the largest number of students in CAHSS achieve their academic goals. Our students are talented, engaged, and good citizens of the university. We have been successful in supporting our students in getting into graduate schools with 241 graduates pursuing continuing education amounting to approximately 41% of our graduates on average according to data from the Next Destinations Survey in the last seven years.

Excellent faculty: We have a talented faculty who are excellent teachers, several of whom have won UWGB and national teaching awards (Ryan Martin, Georjeanna Wilson-Doenges, and Regan Gurung). We are internationally recognized scholars in our respective fields and have published almost 100 peer-reviewed articles and a dozen books. We cultivate an environment of collaboration within Psychology, amongst faculty outside of Psychology, and between faculty and students. Many faculty publish with each other and we publish with our students. Our faculty have excellent connections with the local, national, and international communities.

Challenges:

Lack of Resources: Not enough resources to support course releases, equipment, lab managers, space, etc. for the amount of advising, ILEs, and research grants that we support.

Too few faculty: We have too few faculty to teach our undergraduate curriculum fully in-person, fully online, and fully at the 3 Alternate Locations. We have an untenable faculty-student ratio at 1 faculty to 67 undergraduate student-ratio in Psychology while also teaching a full graduate program in SEPP. We also offering three emphases. In 2013 we had 13 full-time faculty with 621 Psychology and Human Development Majors. In 2020 we have 12 full-time faculty (and 2 lecturers) with 802 Psychology and Human Development Majors and 17 SEPP Master's students. This issue has been exacerbated by high faculty turnover and several faculty moving into full-time administrative positions (Denise Bartell, Kate Burns, and Ryan Martin).

Low salaries: Our salaries are markedly lower than others, even other social sciences in our own college. There is no market value argument for political scientists or historians making more money than similarly ranked peers who are neuroscientists or licensed clinicians. This contributes to significant morale and retention issues.

Advising: We currently maintain an average of 85 undergraduate advisees per faculty member. We have tried to innovate solutions by starting the Psychology Student Success Center and we are currently working with our Dean to get some help from professional advisors and potentially a new advising model. But currently, this advising load has many adverse consequences for our workload and the quality of the advising we can provide.

Merging Human Development and Psychology: We combined these two very popular majors to ensure that we were providing the best education to our students. We are still feeling the transition pains as we graduate out our Human Development Majors/Minors.

Inclusivity and Diversity: We are challenged in developing ways to address racial disparity in our major, courses, teaching, ILEs, etc. This is a challenge that we are dedicated to working on as one of our main priorities.

Graduate growth: With the addition of our SEPP Master's program with fewer faculty and more undergraduate majors, we are challenged to determine how we support graduate program growth while still teaching our very large undergraduate program and maintaining the quality of that education at all levels.

2. What are some things that would help make your program and its students more successful?

- We need more faculty so that we could teach more classes, smaller classes, and provide more ILE experiences. A 1 to 67 faculty-student ratio does not serve our majors well.
- We need more course releases to take on more ILEs to provide more students excellent applied experiences.
- Pay increases to bring us at least to a competitive place with other social sciences in our own college.
- We need a full-time advisor for Psychology or another solution to reduce our advising load so that we can have the capacity to be better mentors to our students.
- Grants office would like to bring in more grants, but we need support to write and implement grants.
- We need resources to offer advising and other opportunities like student clubs at the Alternate Locations.
- We need more scholarships for our students, especially for first-generation and BIPOC students.
- We need help providing more resources for online students and student parents like tutoring and advising after hours and childcare on campus.
- Our classes are always filled to capacity, even with course sizes up to 250 students. Our smallest class, PSYCH 300, is 25. Our students would benefit from smaller class sizes, which would mean more faculty to teach.
- We need more resources for our research including more lab space, equipment, and paid lab managers for our largest research labs.

3. What are some program accomplishments worth highlighting?

- Psychology and Human Development were the first fully online majors in an academic department. We are leaders and innovators in online teaching.

- Sport, Exercise, and Performance Psychology is the first graduate program in CAHSS. We are proud to have a full cohort in this inaugural year.
- We innovated the Psychology Student Success Center to address our advising concerns. We are also the first to try the new professional/faculty advising model and collect data to assess it. We run the Success Center with no budget with undergraduate interns and a faculty director.
- We founded EPIC – Excellent in Psychology Instruction Conference, the first discipline-specific conference for high school teachers at UWGB. This conference has been very successful for the last seven years, with an average of 50 high school teachers from the Midwest, and nationwide this year because it was virtual, in attendance. We have invited renown speakers as keynotes and collaborated with high school teachers to co-present on topics about how best to teach psychology.
- We innovated the PSI Talks: Psychology Service and Inquiry – six TED-like talks from our undergraduate students and alumni on current psychology topics. This well-attended event shares Psychology with the larger community and is recorded for later dissemination after the live event.
- Illene Cupit has run a very successful Camp Lloyd, a camp for grieving children, each summer. This requires a group of more than 60 volunteers each summer including many undergraduate “buddies” as interns and several of our alumni as professional grief counselors.
- Ryan Martin launched the Psychology & Stuff Podcast, one of the first podcasts on campus, which then led to Phoenix Studios. With an average of 600-800 listeners every other week, and now with co-host Georjeanna Wilson-Doenges, this platform allows us to share psychology with a large audience.
- We have innovated several tech advancements including the Psychology App and the Virtual Museum of Psychology.
- We are leaders in College Credit in High School where we have served 1,831 students in Psychology since 2013.
- We have been innovators in the use of social media to create community in our major. We have active accounts on all social media platforms. Our 2015 “Happy” video went “viral” as did our 2016 Mannequin Challenge and our recent Psychology Coloring Pages on Facebook.
- We initiated PsychWeek several years ago and have used it as a way to celebrate our many accomplishments and share Psychology with the community.
- We are leaders in the field of the Scholarship of Teaching and Learning (SoTL), having published close to 80 SoTL publications in major SoTL journals including *Teaching of Psychology* and *Scholarship of Teaching and Learning in Psychology*.
- We maintain many collaborations internationally including Illene Cupit’s collaborations in Italy on social media and grief, Sawa Senzaki and Jason Cowell’s NIH Grant collaboration in Japan, Regan Gurung’s presentation in Saudi Arabia, and Illene Cupit and Georjeanna Wilson-Doenges’ study abroad trips to South Africa.
- We are proud to provide students with the most advanced psychology program we can. We added Neuroscience, Cultural Psychology, and Conservation Psychology courses to teach our students the cutting-edge of our field. We offer a degree that has transferability and helps prepare students to move into careers and graduate areas, such as Counseling Psychology, Business and Organizational fields, Human Resources,

Healthcare, Schools, Corrections, Rehabilitative and Occupational Psychology, and Sport and Performance Psychology, etc.

4. Have there been any significant changes that have affected your program?

- With the growing popularity of our two majors over the past decade, Human Development and Psychology, and the development of fully online majors as well, we felt we could no longer support both majors and provide the quality education our students deserve. We decided to merge these two very popular majors into one high quality Psychology major with emphases that highlight our *Developmental* expertise as well as adding *Brain and Behavior* and *Mental Health* emphases as well. Although this was absolutely one of the best decisions we have made as a department, it has been challenging. We absorbed many of the classes that our hundreds of Human Development majors needed to graduate and have been over-capacity in those courses to fulfill the promise of a Human Development major to all students who had declared. This shift coincided with the University's decision to eliminate the interdisciplinary minor requirement, thus easing the burden of merging the highly popular Human Development minor into the Psychology minor.
- The growth in online education and our pioneering of one of the first fully online majors at UWGB has greatly impacted our curriculum. Each of us, even before the pandemic, taught half of our courses online. Offering a fully online major in addition to our traditional in-person offerings has been a change that has proved challenging as our staffing has remained consistent over the years regardless of the online offerings and the growth in majors.
- Implementing the Master's in Sport, Exercise, and Performance Psychology is one of our proudest accomplishments, but has also been a challenging change. With the equivalent of two of our 12 tenured or tenure-track faculty dedicated to the Master's curriculum, this has left us with a much-reduced staff. We have also been working through the normal growing pains of implementing policy and procedure regarding starting a graduate program, and as the first in CAHSS, we have had to create many of those policies from scratch.
- Faculty are involved in substantial and important projects and posts that have removed them from the classroom, creating challenges for us to maintain our curriculum. For example, Jenell Holstead's work in the Center for Applied Research and the large DPI grant has taken her out of the classroom. The same is true for our other large grant recipients: Sawa Senzaki and Jason Cowell. We have also had our faculty pursue posts in administration that have taken them away from the classroom including Regan Gurung as Associate Dean, Kate Burns as Associate Dean half-time and then Interim Provost, Ryan Martin as Associate Dean half-time and now full-time, Ryan Martin and then Illene Cupit as Chair of the IRB, Denise Bartell as the Director of Student Success, and Jen Lanter as CATL Director. These appointments highlight the talent and leadership skills of our faculty, but also take excellent teachers and mentors out of the classroom. Lastly, faculty turnover (Gurung, Fogaca, Muraco, etc.) has impacted morale and has led to us hiring and socializing many new folks only to have them leave shortly thereafter because of low pay and high workload issues.

- The increase in responsibility for recruiting and marketing our own programs has been a big change for us. Many of the innovations and social media advances have been a way for us to address the responsibilities in this realm.

5. Where do you want your program to be 5 to 7 years from now?

Undergraduate

- We would like to have retained and promoted our high-quality faculty.
- We would like to see us continue to provide a thriving, current, and up-to-date undergraduate Psychology program including more ILE opportunities and funding for students to go to conferences to present research and more scholarships. We would also like to increase our support of BIPOC students. This requires either more faculty or fewer students to achieve a better faculty-student ratio. We also must innovate ways to increase ILEs without increasing our uncompensated workload.
- We would like to be supported by a psychology advisor so we will have lower advising loads to do better mentoring.
- We would like to grow our presence at the Alternate Locations if we continue to offer a full Psychology degree to branch campus students. This could include an advisor and student organizations on each branch campus.

Graduate

- We would like to see us provide a thriving SEPP program including well-established internships and funding for more students in the form of Graduate TAs and RAs. We would like to see our graduates successfully move to employment or doctoral studies.
- We may consider other graduate programs if the conditions support that. We have talked about a SoTL Masters Online for CCiHS teachers to get credentialed, Applied Experimental Psychology, and an Applied Collaborative Master's in Industrial/Organizational Psychology. We have also discussed two graduate programs that would require hiring 3 or more faculty to meet accreditation standards including School Psychology and Counseling Psychology.

Research

- We hope to collaborate with others within and outside of UWGB. This may include developing collaboration spaces and discovering ways our research fits together.
- We would like to develop a Research Think Tank in Psychology.
- We anticipate increasing our grant applications to continue to grow our cutting-edge and important research and provide students with excellent applied research experiences.

Community

- We would like to continue to grow our involvement with the local and larger community. This will focus on many sectors of the community including Healthcare, Corrections, Human Services, and the K-12 schools.
- We would like to continue to develop funding opportunities from the community like Bellin Psychiatric's sponsorship of PsychWeek. This could also lead to more scholarships for students.

Demand

It is clear that demand for the Psychology Major is one of the highest at UWGB and has grown rapidly. However, some clarification about the number of Psychology majors needs to take into account the merger of Human Development with Psychology. In **2013**, we had 374 Psychology Majors and 247 Human Development Majors for a total of **621 majors** supported by our faculty. That number has grown substantially where in **2019-20** we have 726 Psychology Majors and 76 Human Development Majors (who have not yet graduated with the now deactivated Human Development Major) for a total of **802 majors** supported by our faculty. That is a growth of 181 students overall that we serve over a 7-year span. This growth has been accomplished with the same or fewer full-time tenured or tenure-track faculty.

Internal

1. Program goals

We are proud to align our Psychology curriculum learning outcomes with the *APA Guidelines for the Undergraduate Major 2.0* (2013). These learning outcomes ensure an education that meets five goals with an additional commitment to promote an infused design of sociocultural content throughout the curriculum.

Learning Outcomes

A strong grasp of psychology requires knowledge of each of its sub-areas. Students gain this understanding by completing courses in the four main cores: Physiological/Cognitive, Social/Personality, Developmental, and Clinical. They choose additional courses to meet individual needs with the help of a psychology adviser. Furthermore, students who major in psychology learn to evaluate and conduct research, and apply what they learn in their courses to the world outside of the classroom.

Goal 1: Knowledge Base in Psychology

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

Goal 5: Professional Development

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

2. Curriculum development

- Deactivation of the Human Development Curriculum and a merger of some of those core lifespan courses into the Developmental Emphasis and other courses as upper-level electives in the Psychology Major.
- In order to have students take foundational courses in Statistics and Research Methods in Psychology earlier in the curriculum, we realigned our pre-requisites to ensure that students took these foundational courses in their first or second year, and then had the opportunity to apply those learned skills in upper-level courses.
- We added a Culture/Gender Core for all Psychology Majors and Minors to ensure that all Psychology students were exposed to diversity and inclusivity content.
- We added Sport Psychology courses both at the undergraduate level and, more extensively, for the Master's in SEPP curriculum.
- We added Neuroscience courses and created the Brain and Behavior Emphasis.
- We added Conservation Psychology to enhance our curricular support of the Sustainability Perspective in General Education.
- We added Capstones in Psychology on topics that vary from *Madness*, to the *Social Brain*, to *Ethics for Living*, to *Creating Sacred Space*.
- We developed many First-Year Seminars to support General Education with varied content from *Play*, to *The Zombie Apocalypse and Other Doomsday Scenarios*, to *Social Psychology in Popular Culture*, to *Gods, Ghosts, and Goblins: Why We Believe* and others.

3. Connections to other programs

- **General Education:** First-Year Seminars, Capstones, Social Sciences, Global Culture, Ethnic Studies, Quantitative Perspective, Sustainability Perspective, and Writing Emphasis.
- **BSW:** From a short list of choices: PSYCH 205 (formerly COMM SCI 205), PSYCH 102, 203, 331, 332, 343, 330, 350, 390, 401, 417, and 435
- **BSW Substance Abuse Emphasis:** Required PSYCH 310 and PSYCH 438
- **BSW Child Welfare Emphasis:** Required PSYCH 331 and PSYCH 332
- **BSN and Nursing 1-2-1:** Required: PSYCH 205, PSYCH 102, PSYCH 203, and PSYCH 343
- **Pre-Art Therapy:** Required: PSYCH 102 or 203, PSYCH 300, PSYCH 438; From a list of electives PSYCH 305, 350, 401, 417, 429, 435, 440, or 497
- **Early Childhood Education:** Required PSYCH 331
- **Education Minor:** Required PSYCH 205
- **Public and Environmental Affairs:** Required PSYCH 205
- **Political Science:** Required PSYCH 205
- **Democracy and Justice Studies:** Required PSYCH 205
- **Global Studies minor:** From a list of choices: PSYCH 350
- **Women's & Gender Studies minor:** From a list of choices: PSYCH 401
- **Sociology & Anthropology minor:** From a small list of choices: PSYCH 205
- **Human Biology major:** One of the following can be used as an upper-level elective: PSYCH 308, PSYCH 435, PSYCH 450 (General Human Biology, Cytotechnology, Health Science, and Exercise Science emphases); Applied Public Health: upper-level PSYCH classes are an option for electives
- **Nutritional Sciences/Dietetics:** Required PSYCH 102 and PSYCH 203
- **LGBTQ Certificate program:** From a small list of choices: PSYCH 401

4. Number of courses offered

The Psychology Curriculum is available 100% online as well as in-person. There are also in-person courses offered at the branch campuses (except for during the pandemic).

5. Diversity of students, faculty, and curriculum

Faculty: The Psychology Department has been and continues to be a diverse and international faculty with representation from India, Brazil, Japan, Hong Kong, and Turkey over the last 7 years.

Curriculum: We recently added a core component to our curriculum, Culture/Gender, that every Psychology Major and Minor must take to ensure that we are graduating culturally competent citizens. We added two culturally-focused courses: PSYCH 350 Cultural Psychology and PSYCH 344 Multicultural Counseling and Mental Health as well as continuing to teach PSYCH 401 Psychology of Women and Gender. We hope to reactivate the Psychology of Stereotyping and Prejudice in the near future as well.

6. Gen Ed, FYS/GPS, CCIHS

We are one of the largest contributors to Gen Ed, FYS/GPS, and CCIHS.

- **General Education:**

- We contribute almost 1,000 seats to the Social Sciences General Education category with PSYCH 102 and PSYCH 203 both in-person and online, including in-person seats at the Alternate Locations.
- We contribute a course to Global Culture, Ethnic Studies, Quantitative Perspective, Sustainability Perspective, and several courses to Writing Emphasis each semester.
- We teach between three and six Capstones each year.

- **FYS/GPS**

- We have taught between one and four First-Year Seminars every fall.
- Three of our faculty were the founders of the First-Year Seminar Program at UWGB (Regan Gurung, Denise Bartell, and Georjeanna Wilson-Doenges).
- One of our faculty (Denise Bartell) innovated the GPS program and was the first Director of Student Success.
- We currently teach a GPS “section” of our PSYCH 203 course.

- **CCIHS:** We have enrolled 1,831 students in CCIHS since 2013:

Academic Year	Number of Schools	Number of Teachers	CCIHS Enrollment
Ytd 2020 (Fall 2020)	6	6	190
2019-2020	7	7	307
2018-2019	6	6	237
2017-2018	7	7	235
2016-2017	5	5	223
2015-2016	7	7	205
2014-2015	7	7	196
2013-2014	5	5	123
2012-2013	6	6	115

Total: 1, 831

7. Program support and staffing

Staffing has remained fairly consistent at around 12 tenured or tenure-track faculty in the last seven years but that does not adequately illuminate the amount of turnover and the increase in workload over these years. Since 2013 we have lost five faculty to relocation (Bartell, Gurung, Fogaca, Muraco, Lanter) and two faculty to retirement (Lorenz, Wallace). This has led us to do numerous searches, mentoring, and onboarding. This year we also have two faculty who are serving as full-time administrators (Burns, Martin). We currently have 12 tenured or tenure-track faculty, two of whom are full-time positions for the graduate program, leaving us with 10 faculty to teach more than 800 undergraduate majors and 240 minors. Each of those faculty has at least one course release owed to them from a banking system developed to reward faculty for numerous ILEs. The impact on morale is substantial with every class we offer filling to capacity, more students than we could ever handle asking for ILE opportunities, each advising faculty member having over 85 advisees, and all of this while teaching during a pandemic. Faculty have earned substantial grants that have removed them from the classroom, creating additional challenges. We are grateful for two full-time lecturers but the instability of a yearly contract is not sufficient. Lastly, we have had a lot of turnover in our ADA position as well with four new ADAs during this 7-year period. This requires much training and on-boarding and leaves faculty to do a lot of the work themselves because of the lack of knowledge base by the ADAs who are new to the position.

We are currently searching for one new position to replace one of the SEPP faculty lines which is funded through 131 funds from SEPP. This increases the pressure to ensure a full cohort in our master's program in order to continue to fund this faculty line at the undergraduate level. One issue that will need to be addressed is if our two full-time administrators (Burns and Martin) move permanently into administration.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually

Our faculty and students collaborate and participate with many organizations, some of which are listed here: Green Bay Area Public Schools (research, internships, School Board); De Pere Public Schools; Literacy Green Bay, Salvation Army, Aging and Disability Resource Center, Golden House, Connections for Mental Wellness, Green Bay Police Department, Brown County Corrections, Fox Valley Autism, Wisconsin Early Autism Project, State of Wisconsin Department of Health Services, Northeast Wisconsin Alcohol and Drug Taskforce, Suicide Prevention Coalition, Unity Hospice, Rose Home for Sex Trafficking Survivors, Oneida Nation, Achieve Brown County, Literacy Council, and United Way.

2. Contributions to regional infrastructure

Our students are our greatest contribution to the regional infrastructure. With an average of 80% employment rate after graduation, and many others pursuing graduate degrees at UWGB, we educate the future of our region. According to the First Destinations survey, our psychology graduates pursue jobs in business, education, healthcare, human services and others.

Another great example of our contributions to regional infrastructure is through The Consortium of Applied Research (CAR), under the leadership of Jenell Holstead. CAR supports local businesses, non-profits, community organizations, and educational entities by translating research into practical solutions. Through the collection, use, and dissemination of qualitative and quantitative data, CAR provides objective consultation to help organizations make informed decisions and measure impacts of programs and initiatives. Services include process and outcome evaluation, capacity building workshops, statistical analysis, grant writing and proposal development, and data management.

3. Scholarly activity of faculty

We are productive and influential scholars in our respective fields having published nearly 100 peer-reviewed publications and more than 150 presentations in last 7 years; 38 book chapters and 12 book authorships. Our faculty have been awarded large and prestigious grants to accomplish this work. Here is a sample of some of our scholarly work:

➤ Grants

- Illene Cupit Rosenberg Named Professorship 2015 - 2020
- Jenell Holstead secured \$691,000 in extramural funding for CAR to complete a three-year applied research project funded by the Department of Public Instruction. The research involves coordinating data collection efforts of 150 after school programs throughout the state of Wisconsin, serving approximately 20,000 students in 200 public and private schools (K-12). In 2021, the work of the project will continue, as negotiations regarding the 2021-2024 contract have begun with a tentative budget of \$225,000 per year.
- Sawa Senzaki and Jason Cowell secured an NIH AREA grant from NICHD (NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development) for \$365,508 (2019-2022), “The role of parental socialization in the neurophysiological development of moral evaluation across cultures”. This AREA (R15) grant is awarded to support meritorious research and exposes students to research at educational institutions with predominantly baccalaureate degree students.
- Sawa Senzaki and Jason Cowell secured the Murata Science Foundation Research Grant, (Japanese Yen 2,000,000; approx. US \$ 19,000), “The development of social brain: A cross-cultural research in the U.S. and Japan”

➤ Books

- VonDras, D. D. (Ed.) (2017). *Better Health through Spiritual Practices: A Guide to Religious Behaviors and Perspectives that Benefit Mind and Body*. Santa Barbara, CA: Praeger Press.
- Wilson-Doenges, G. (2015). *SPSS for Research Methods: A Basic Guide*. New York: W. W. Norton & Company.

➤ Peer-Reviewed Publications Discipline-specific

- Chu, T. L., & Zhang, T. (2020). Motivational processes in college freshmen’s exercise participation: A goal contents theory perspective. *Journal of American College Health*. Advanced online publication. <https://doi.org/10.1080/07448481.2020.1825221>
- Cowell, J. M., Sommerville, J., & Decety, J. (2020). That’s not fair: Children’s neural computations of fairness and their impact on resource allocation behaviors and judgments. *Developmental Psychology*. Epub ahead of press.
- Dovidio, J. F., Ikizer, E. G., Kunst, J. R., & Levy, A. (2020). Common identity and humanity. In Jetten, J., Reicher, S. D., Haslam, S. A., Cruwys, T. (Ed.s), *Together Apart: The Psychology of Covid-19*, London: Sage Publications.
- Estoni, I., Ronconi, L., Cupit, I.N., Nodari, E., Guidalberto, B. & Ghinassi, A. (2019). The effect of death education on fear of death amongst Italian adolescents: A nonrandomized controlled study. *Death Studies*, doi: 10.1080/07481187.2018.1528056
- Senzaki, S., Shimizu, Y., & Calma-Birling, D.* (2020). The development of temperament and maternal perception of child: A cross-cultural examination in the United States and Japan. *Personality and Individual Differences*,
- Smith, Christine. (2019). Intersectionality and Sizeism: Implications for Mental Health Practitioners. *Women & Therapy*. 42. 1-20. 10.1080/02703149.2018.1524076.

- Vespia, K.M., Freis, S., & Arrowood, R. (2018). Faculty and career advising: Challenges, opportunities, and outcome assessment. *Teaching of Psychology*, 45, 24-31.
- VonDras, D. D. (2018) Informal advocacy as a way to deepen learning of adult development and aging: Part II. *Perspectives in Learning*, 17(1),53-64.
- **Peer-Reviewed Publications SoTL**
- Chu, T. L. (2020). Applying positive psychology to foster student engagement and classroom community amid the COVID-19 pandemic and beyond. Advanced online publication. *Scholarship of Teaching and Learning in Psychology*. <https://doi.org/10.1037/stl0000238>
- Holstead, J. (2015). The impact of slide-construction in PowerPoint: Student performance and preferences in an upper-level Human Development course. *Scholarship of Teaching and Learning in Psychology*, 1, 337-348.
- Senzaki, S., Hackathorn, J., Appleby, D. C., & Gurung, R. A.R. (2017). Reinventing flashcards to increase student learning. *Psychology Learning and Teaching*, 16, 353-368. doi.org/10.1177/1475725717719771.
- Vespia, K.M. (2020). Psychology, careers, and workforce readiness: A curricular infusion approach. *Scholarship of Teaching & Learning in Psychology*, 6, 163-173.
- VonDras, D. D. (2017). Effects of perceived stress on the reading performance of college students. In A. E. Columbus (Ed.), *Advances in Psychology Research*, Vol. 120,88-102.
- Wilson-Doenges, G. (2020). Teaching Statistics Online: Advice for Being Your Best
- No Matter the Modality. In A. Beyer & J. Peters (Eds.) *For the Love of (Teaching) Undergraduate Statistics: Advice, Activities, and Resources*. Society for the Teaching of Psychology e-book
- **Peer-Reviewed Presentations**
- Cupit, I.N. (April, 2019). Teaching that Matters: Goals of Death Education Circa 2019. To be Presented to the 41th Annual Conference of the Association for Death Education and Counseling, Atlanta GA
- Cowell, J. (April, 2019). An ERP analysis of anticipated attributions to altruistic acts. Society for Social Neuroscience Chicago, IL
- Holstead, J. & Holstead, M. (2020, June). Wisconsin 21st CCLC State Evaluation Plans. International Learning Exchange, Berlin, Germany. (invited)
- Ikizer, E. G.(March, 2019). Stigma in Context and Culture.Invited talk at the College of Social Sciences and Humanities, Koc University, Istanbul, Turkey.
- Shimizu, Y., Senzaki, S., & Cowell, J. M. (September, 2019). Cross-cultural similarities and differences in children's moral development: An eye-tracking study. Poster presented at the 83rd Annual Convention of the Japanese Psychological Association.
- Smith, C. (February, 2020). Teaching the Psychology of Women in the Era of #MeToo Workshop. Association for Women in Psychology Conference, Austin, TX.
- Vespia, K.M., & Farley, K. (2021, April). *ePortfolios: High-impact practice and vehicle for campus collaboration and curricular outcome assessment*. Presentation accepted for the UW System Office of Professional and Instructional Development Conference, Madison, WI.
- VonDras, D. D.(2020, March). Informal advocacy as a way to enhance student engagement and deeper learning. Presentation at the University of Wisconsin System's "The Joys of Teaching and Learning: Intersecting Identities and Pedagogies." OPID Spring Conference, Milwaukee, Wisconsin.
- Wilson-Doenges, G. (2014, August). *Demonstrating the restorative benefits of nature*. Paper presented at the meeting of the American Psychological Association Conference, Washington, D.C.

Student Success

1. High-impact practices and individualized-learning opportunities

Since 2013, the Psychology Faculty have offered more than 800 Independent Learning Experiences (ILEs) where our students have completed internships, research assistantships, and honor's projects that have led to more than 100 undergraduate research peer-reviewed presentations and publications. Our students have presented at conferences for the Midwest Psychological Association, American Psychological Association, and Posters in the Rotunda and

published in journals such as *Scholarship of Teaching and Learning in Psychology*, *Psychology of Learning and Teaching*, and *Current Opinions in Psychology*.

We have wonderful connections with the community that allow us to sponsor many internships (e.g., local schools (GBAPS, De Pere Public Schools), Green Bay Police Department, Golden House, Sexual Assault Center, WEAP, Fox Valley Autism) and we are growing these internship connections to provide internships for our SEPP students starting in Fall 2021. We have also begun making connections with internship sites for our Sheboygan and Manitowoc campuses (e.g., Rogers Memorial Clinic in Sheboygan).

The Psychology Faculty are model teachers who publish and present often on the Scholarship of Teaching and Learning. We implement many high-impact practices and use evidence-based best practices in our teaching both in-person and online. For example, Kris Vespia implemented ePortfolios in her Capstone and we have every Psychology major or minor complete a full research project in Psych 300 as ways to build critical thinking and other important applied skills.

2. Retention

We provide many opportunities for our students which increases retention. This includes the ILEs mentioned above as well as the Psychology Student Success Center and the PsychHD Club and Psi Chi International Honor Society. We try to create a sense of community in-person and also through social media for our online students.

Mission Relevant

1. Relevance to mission

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs...

-Multi-Campus: We are one of only a handful of programs offered as four-year degrees on the Additional Locations.

-Exemplary undergraduate: One of the highest enrollment programs at the university; Innovative – Student Success Center, first program in our college to offer a fully online major, Psyched for Careers, Psych Week, Psych & Stuff, Camp Lloyd; Exemplary students – Large number of honors projects at each graduation (for example, in 2016 we had 3 of the 11 graduates who completed an honors project at Spring Commencement); an average of 42% of our graduates pursue additional higher education.

-Exemplary master's: First graduate program in CAHSS; “filled” the program our first year even launching amidst the pandemic.

...operating with a commitment to excellence in teaching, scholarship and research, and service to the community.

-Excellence in teaching: UW Regents Teacher of the Year, CASE Professor, Charles Brewer Excellence in Teaching of Psychology Career (Gurung), Founders Awards in Teaching (Wilson-Doenges & Martin); many Student Nominated Teaching Awards with Senzaki as university-wide early career winner and Wilson-Doenges as outstanding advisor winner; UW System Teaching Fellows (Burns, Martin, Vespia, Von Dras); UWGB Faculty OPID rep: Fogaca; Faculty mentor CATL Summer 2020 training (Chu); Interim CATL Director (Vespia); Teaching Scholars

Directors (Martin & Vespia); asked to be the UWGB nominee for the System Dept. Teaching Award in 2017-18.

-Excellence in scholarship: Founders Award (Cupit and Gurung); large grant awards – Holstead, Cowell, & Senzaki; nearly 100 peer-reviewed publications and more than 150 presentations in last 7 years; 38 book chapters and 12 book authorships and with prestigious presses (e.g., Von Dras with Oxford, Wilson-Doenges with Norton, Gurung with Sage).

-Excellence in service to the community: Leaders in the community: Golden House, Connections for Mental Wellness (Embedding Education Committee), Literacy Green Bay, Suicide Prevention Coalition, Salvation Army, Sexual Assault Center, Casa Alba, Achieve Brown County, United Way, etc.

provides a problem focused educational experience that promotes critical thinking and student success

-Infusion of applied research through Research Methods in Psychology course for all majors and minors where students identify an area/topic they are curious about and/or needs more attention to; design a research question and study to investigate this problem.

-Involvement in HIPs Project and doing the project that embedded research within classes

-Use HIPs across curriculum (e.g., ePortfolios in Vespia's Capstone; group research projects in Psych 300; internships, honor's projects, etc.)

-Use national learning outcomes (APA, 2013) and have been involved in national projects (e.g., SNAP) related to the assessment of them.

-Consortium of Applied Research regularly involves undergraduate and graduate students (funded by DPI) in the data collection and management.

-Creative projects within our classes: e.g., Georjeanna Wilson-Doenges' Environmental Psychology projects to redesign a space on campus, Illene Cupit's Death Cafes, Kris Vespia's Multicultural students designing culturally responsive mental health centers, Dean VonDras' project to raise awareness of aging.

deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels

-Diversity/inclusion/social justice: We are committed to teaching about diversity and inclusivity through our curriculum and applied opportunities. For example, The Center for Applied Research's work embraces a deep commitment to social justice and educational opportunity for all, with research projects targeted in schools that are identified as 'at risk' or in low-income areas. Chris Smith hosted the I am Psyched National Tour in 2019 which highlighted and celebrated the work of BIPOC women scholars in Psychology. This led to a new mentorship program she is starting this year called BIPOC R.I.S.E. Chris Smith is also on the board of *Showing Up for Racial Justice* in Sheboygan.

-Civic Engagement: Our internships like Psych in the Schools/Foxview Intermediate/Friendship Groups and links to K-12 provide opportunities for our students to engage with our local public education system; Psych Week & Psi Talks – are open to the community providing accessible information exchange with community members; volunteering by students. We, as a faculty, demonstrate our civic engagement with UWGB by the extraordinary amount of leadership and service our department as a whole provides to the university in support of its mission. For example, here are some leadership positions the Psychology faculty have held: Interim Provost – Burns; Both CAHSS Associate Deans – Burns & Martin; Interim Director of CATL – Vespia;

Teaching Scholars Directors– Martin, Vespia; IRB Chair (multiple years) – Cupit, Martin; UC Members – Martin, Smith, Vespia; UPIC Members – Burns, Vespia; Chair, C of 6 – Von Dras, Wilson-Doenges; Chair, Personnel Council – Wilson-Doenges; Chair, IDC – Cowell; Chair, Research Council – Cowell; Membership on last 2 Chancellor Search & Screens – Martin, Holstead; Council on Equity, Diversity, & Inclusion – Burns, Vespia; Chancellor’s Strategic Budget Committee – Vespia; Chair, Committee on Rights & Responsibilities – Vespia; Chair, Academic & Non-Academic Misconduct Committees – Vespia; One of two UWGB Reps to the UW System Student Behavioral Health Workgroup tasked with reporting to the Regents – Vespia

-Educational opportunity at all levels – We offer psychology education to huge numbers of students through the CCIHS program (1,831); EPIC helps connect us to high school educators of psychology and share resources and teaching strategies to educate all students.

embrace community-based partnerships, collaborative faculty scholarship and innovation.

-Community-based partnerships: Camp Lloyd in partnership with Unity hospice; EPIC in partnership with Northeast Wisconsin Public Schools; Psych Week in partnership with Bellin Psychiatric; Consortium of Applied Research seeks to bridge the university to local and state entities, making data accessible through a community-based partnership model.

-Collaborative faculty scholarship: The Psychology faculty are highly collaborative publishing with our students (e.g., Stoa*, Chu, & Gurung, 2020; Senzaki, Shimizu, & Calma-Birling*, 2020); with each other (e.g., Cupit, Servaty-Seib, Parikh, Walker & Martin, 2016); and internationally (e.g., Senzaki & Shimizu, 2020; Ramírez-Esparza, García-Sierra, Ikizer, Rodríguez-Arauz, & Fernández-Gómez, 2019).

-Innovation: Dean VonDras hosts the Innovations in Aging Competition each year. Illene Cupit and Georjeanna Wilson-Doenges collaborated with Nelson Mandela University in South Africa to provide more than 50 students the opportunity to learn and serve in South Africa in study abroad. Illene Cupit’s students in Dying Death & Loss read a book called *The Group* about a men's grief group. The men were all young widowers with small children. She has her students submit questions to she conducted an interview with the authors over zoom. The authors are mental health therapists at University of North Carolina Medical School.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated

-Access: Psychology was one of the university’s first fully online majors located in an academic unit creating access for many students. We also provide in-person options at the branch campuses. Our involvement with the First-Year Seminar program and GPS provides access and support for at-risk students to be successful.

-Career Success: Our students find career success with an average of 80% employment rate after graduation, and many others pursuing graduate degrees. According to the First Destinations survey, our psychology graduates pursue jobs in business, education, healthcare, human services, and others. This career success points to economic development given the diversity of employment sectors and high employment rates. We prepare our students for employment through creative avenues like the “Psyched for Careers” video series.

-Environmental Sustainability: With expertise in Environmental Psychology, students learn about the ways in which psychology can contribute to sustainability through courses like

Conservation Psychology and Environmental Psychology. Georjeanna Wilson-Doenges chaired the Sustainability Committee for four years and is actively involved in the STARS report and other green initiatives; Psychology was recently involved in the “Beyond Sustainability” Common CAHSS event including a presentation, student panel, and a live Psych & Stuff podcast dedicated to sustainability.

2. Cultural enrichment

- We revised our curriculum to require a Culture/Gender course when APA’s (2013) learning guidelines recommended infusion of culture in the Psychology major. Many of our courses consider cultural, socioeconomic, racial and ethnic implications. For example, in Dying, Death & Loss students discuss funeral rituals from a cultural and ethnic view (with a focus on Hmong traditions). In Psych of Women students discuss intersectionality and all of its implications.
- We provide culturally-focused research experiences (e.g., Senzaki and Cowell’s research on moral development in the United States and Japan, Ilizer’s research on accents and prejudice, and Smith’s research on mentorship of BIPOC students).
- I am Psyched! National Tour and the conference presentation at Association of Women Psychologists by Chris Smith and her students is a great example of cultural enrichment for the whole community. We were the only installation of that project in Wisconsin. Chris Smith is now starting a mentoring program on campus, BIPOC R.I.S.E.
- We have sponsored culturally-focused independent studies and projects of students (e.g., Rupinder, Yee, Shontrea).
- As a faculty, we took time this summer to address race and racism in the following ways:
 1. We met voluntarily beginning in June to discuss race and racism as a department four times over the summer (virtually). Even though we were not on contract, most of the department participated. We brainstormed ideas for how we might address these issues and educate ourselves.
 2. Sawa Senzaki ran a summer book club where we read Cyndi Kernahan’s book (a fellow Psychology professor at UW-River Falls), *Addressing Race and Racism in the College Classroom: Notes from a White Professor*. The book spurred lively conversations over the course of three book club meetings. We are following up by participating in a Psych & Stuff podcast featuring Cyndi with all of the book club members asking questions on October 6, 2020.
 3. Many of the Psychology faculty attended the SpeakOut Summer Summit to further our education and engagement with topics related to race and racism.
 4. Jenell Holstead sent out a survey to our Psychology Majors about their feelings about what the Psychology Department could do to support our students and address race and racism.
 5. At our departmental retreat in late August, the faculty committed to a “plus one” model of explicitly addressing issues of racism, diversity, and equity in our classes where we committed to adding just one change to a course to address these issues. We used Kim Case’s Diversity Syllabus Checklist as one resource to make changes.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

Psychology has transfer guides with NTC Human Services and NWTC Human Services. We also offer our full Psychology degree at the Alternate Locations.